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ABSTRACT

This document is one of a series of student workbooks developed for workplace skill development courses or workshops by Mercer County Community College (New Jersey) and its partners. Designed to improve the English speaking and reading skills of line workers in factories, the course focuses on reading, writing, speaking, and listening skills, using work-related materials. The materials for the 75-hour course include the following: a course outline; objectives; a topical outline; a curriculum outline; suggested references; and lessons in reading, vocabulary, writing, and listening. Lessons consist of skill lists, objectives, procedures, suggested materials, and learning activities with questions. (KC)

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LANGUAGE SKILLS FOR LINE WORKERS IN INDUSTRY

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MERCER COUNTY COMMUNITY COLLEGE
Center for Training and Development
1200 Old Trenton Road
Trenton, NJ 08690*

*Elaine S. Weinberg
Director, Workplace Skills Program*

CE 062494

OVERVIEW OF WORKPLACE LITERACY PROJECT
Skills for Tomorrow, NOW

The Workplace Literacy Project resulted from a Department of Education grant, plus in-kind contributions from a partnership with General Motors Inland Fisher Guide Plant, Princeton Plasma Physics Laboratory, and St. Francis Medical Center. The project is an attempt to find solutions to the growing "skills gap" in industry today. More than 25 million Americans cannot read the front page of a newspaper. In addition, workers whose average ages are rising, must produce in a technological environment that may not have existed when they began working. This lack of knowledge makes it difficult to compete in a technologically changing workplace. Moreover, an increasing number of immigrants have entered the workforce with limited English communication skills. In response to this growing need, the Federal government provided a grant to Mercer County Community College and its partners to develop ways to enrich and expand employees' basic workplace knowledge. The aim of the project was also to improve the self-esteem of the participants.

Support for the project was solicited from all levels of company management and the unions. In addition, an advisory council, comprising key management and employees from each company determined the design, goals, and time-frame of the project. Each company provided a liaison person from their site, and MCCC hired a director to manage the program. Employee release time for classes was site-specific.

Participation in the program was voluntary. Information about classes was disseminated through company letters, flyers, union notices, notices included with paychecks, and open forums with supervisors and employees.

The ABLE test was used for normative pre and post testing. Other types of evaluations varied from course to course. MCCC counselors met with each student to discuss present and future educational objectives.

Courses were offered in reading, business writing, math, science, and English as a Second Language. In addition, there were workshops in problem solving, stress management, and other work survival skills. The curricula for the courses were customized for each worksite to be as job focused as possible.

It is our hope that this program will serve as a model for other organizations to empower their employees with the skills needed to succeed in the changing technological workplace, today and in the future.

COURSE OUTLINE

BASIC LANGUAGE - INDUSTRIAL WORKPLACE

This course focuses on improving the reading, writing, speaking, and listening skills of line workers.

OBJECTIVES

Upon completion of this course, students will be able to:

- o Read work related material with a greater level of understanding
- o Write more effectively
- o Communicate with co-workers and supervisors more effectively
- o Use active listening techniques

TOPICAL OUTLINE

- o Reading
 - understanding the main idea
 - literal comprehension
 - drawing inference
 - locating information
 - skimming and scanning
 - vocabulary development
- o Writing
 - development of meaning from word to whole work
 - vocabulary development
 - sentence structure
 - paragraph
 - descriptive writing
 - compare/contrast
 - outlining
 - letter writing -- memo, complaint, appreciation, business
 - grammar
- o Speaking
 - correcting simple speech faults
 - effective use of tone, rate, eye contact, gesture
- o Listening
 - learning to "attend"
 - comprehension
 - following directions
 - hearing the inference
 - acknowledging with feedback

OTHER

o

75 hours

TEXTBOOKS

Berbich, Joan D. Laugh Your Way Through Grammar. Amsco Publications, Inc., New York, 1990.

Brock, Susan L. Better Business Writing. Crisp, California, 1988.

Joffe, Irwin L. Opportunity for Skillful Reading, sixth edition. Wadsworth Publishing Company, California, 1991.

Reynolds, Marianne. Reading for Understanding. Wadsworth Publishing Company, California, 1992.

BASIC LANGUAGE

MERCER COUNTY COMMUNITY COLLEGE

GM CURRICULUM

SCHEDULE

- WEEK #1 Icebreaker activity - interview/introduce partner
Look over textbooks
Grammar pretest
Introduce " Vocabulary Notebook"
Dictionary/ thesaurus work
Newspaper work
Reading Drills #1, #2 - Reading For Understanding
Writing a MEMO
- WEEK #2 Listening activity - paper drawing
Vocabulary work - word sleuthing
Grammar - sentence construction
Reading exercise- Reading For Understanding
Reading - SQ3R (PQ3R) Method - Opportunities For Skillful Reading
Reading Drills #3, #4 - Reading For Understanding
Writing a letter of complaint
- WEEK #3 Listening activity - O. Henry story
Vocabulary work - word sleuthing, words in context
Grammar - skills, paragraphing
Reading exercise- Reading For Understanding
Reading drills #5, #6 Reading For Understanding
Writing a letter of appreciation
- WEEK #4 Listening activity - O. Henry story
Speaking activity - job description/ interview
Vocabulary work - check notebooks, word sleuth
Grammar - skills, paragraphing in whole work
Begin large paper (ex. art critique)
Outlining/ Mapping
Reading drills # 7, #8 - Reading For Understanding
- WEEK #5 Listening activity - O. Henry story
Vocabulary - final count in notebook
Grammar - complete skills, posttest
ABLE posttest
Complete work on large written work
Reading drills #9, #10 - Reading For Understanding
Writing - form for a business letter

Writing

Writing Sample/ Icebreaker Activity

Objective: To begin course with sharing of information about self
To aid students in feeling comfortable with each other

Procedure: 1. Give directions - Write three sentences about yourself (do not identify yourself by name)

Sentence #1 Describe yourself physically

Sentence #2 Describe yourself categorically
(ex. married, parent, fisherman, etc.)

Sentence #3 Describe yourself personally
(ex. fun-loving, happy, neat, etc.)

2. Instructor collects papers and reads descriptions aloud. Students guess who each describes.

Outcome: Students become more comfortable with each other.
Instructor has an initial writing sample.

Introductory Lesson
Basic Language Class

Objective: To determine the components of language to be studied
To increase awareness of the elements that contribute to
the term " language "
To share ideas about how language is used

Materials: Handout A
Laugh Your Way Through Grammar - Text

Procedure: 1. As a whole group, ask for definitions of language
2. Brainstorm ideas on chart or board
3. Fill in the components on Handout A
4. Students keep for later, and constant, reference

Outcome: Students have a permanent record of those areas of language
that will be explored. Class begins to realize that the language they
use is composed of various elements that can each be reenforced to
improve one's over use of language

COMPONENTS OF LANGUAGE

I. Reading

_____	_____
_____	_____
_____	_____

II. Writing

_____	_____
_____	_____
_____	_____

III. Speaking

_____	_____
_____	_____
_____	_____

IV. Listening

_____	_____
_____	_____
_____	_____

Reading

Objective: Improving reading comprehension
Getting the main idea
Staying focused
Practicing literal comprehension

Materials: Reading For Understanding - Text
Chapter One " Guided Reading Activities "
Opportunity For Skillful Reading - Text
Part IV Skill Five " Remembering What You Read "

Procedure : (6 day activity)

1. Preview pages 1-4 in Reading For Understanding together
2. Read silently, then share answers to Selection 1
3. Complete " Writing Exercise " and share paragraphs
4. Repeat procedure for Selections 2 and 3
5. Preview material on pages 179-183 as small group activity, each group reporting to the whole on its subtopic (Opportunity For Skillful Reading)
6. Use the material to do Practice Exercises 1-3.

Outcome: Proceed slowly with the Guided Reading Activities to insure that students are following the format.

C1 Comprehension

1. Basic Reading Comprehension

Handout C1 (9 pages)

2. Reading Article: "Parents: What Do You Owe Your Children?"

Handout C1 (Page 3)

3. Vocabulary in Context

Comprehension Skills:

- Main Idea
- Fact from Opinion
- Inference Skills

Reading

Objective: To practice locating information

Materials: Opportunities For Skillful Reading - text
Part IV Skill 7

Procedure:

1. Preview introductory material together
(pages 227-229)
2. Have small groups (5 groups) work on a few of the
Practice Exercises
3. Each group reports back to the large group

Outcome: Students may begin to see possible ways to help themselves retain information.

Reading

The Newspaper - 2 day activity

Locating Information, compare/ contrast, vocabulary development, chart and graph reading

Objectives: To discover and analyze differences among various newspapers in the presentation of material
To discover levels of vocabulary used by various newspapers
To be able to use graphs, charts, or tables in the newspaper effectively
To use the newspaper as a source of new vocabulary words

Materials: Classroom Dictionaries
A Variety of Daily Newspapers

suggested - The New York Times
The Wall Street Journal
The Trentonian
The Star Ledger
The Trenton Times

Procedures: 1. Have various newspapers on display (front page exposed - discuss differences in appearance

suggested questions - Which has more information?
Which has largest print?
Which could be read quickly?
Is International news shown?
Are there sensational pictures?
Do headlines " banner " across?

2. Form small groups, one for each newspaper.
3. Each groups locates and notes page numbers of the following (as quickly as possible)

Editorial	Television
Business	Advice
Comics	Classified
Obituary	Education
(students may suggest others)	

4. Have each group choose one news article, then note the five " W's "

Who?
What?
When?
Where?
Why?

5. Find the same news item in more than one newspaper

Small groups compare how the information may be presented, or treated differently

6. In small group (each with one newspaper) have students start with newspaper closed to expose front page - compete to locate the name of a television show aired at 9:00 on Channel 2

Students return to front page, then compete to locate (will need to use Table of Contents) the page number for Editorials, again for Classified, and, again for Obituaries

7. Students work independently, or sharing copies of the newspapers, to search for new vocabulary from and section

Outcome: Students have become more aware that news will be presented to them differently, depending on the newspaper they choose. Students will see the newspaper as a possible source of daily vocabulary building.

READING

C4 Index Reading/Locating Information

Manual: Safety Instructions for Material Handling
(Yellow Booklet)

* See: Lesson Plan C4-A

READING

C4-A Reading Lesson

(Manual - Safety Instructions for Material Handling)
(Yellow Booklet)

Skills:

1. Index Reading: Main and Subtopics as listed and locating information by page number
2. Comprehension of Operating Rules:
 - Page 3: Of Walkie Type Power Trucks
 - Page 12: Of Rider Type Powered Trucks
 - Page 25: Of Crane Operation
3. Interpretation of Illustrations Accompanied by Instructions
 - Page 33-34: Standard Overhead Crane Signals
 - Page 35: Inspection of Wire Rope (Steel Cable)
 - Page 36: "Bird Caging Condition"
(also P. 30, Hooks)
4. Specific Vocabulary and Terms from Manual:
 - p. 1
 - Walkie Type Powered Truck
 - Maximum Load Capacity
 - Exceed
 - p. 2
 - Horseplay
 - p. 3
 - Substantial (shoes)
 - Depressing the button designated for desired direction
 - p. 4/20
 - Deemed attended
 - p. 6
 - Positioned in front of a stationary object or solid barrier
 - p. 7/28
 - Worn and displayed for verification
 - p. 10
 - Overtaking and passing pedestrians
 - p. 11
 - Precautionary signal
 - p. 13
 - Descending grade
 - p. 14
 - Explosive nature; ignited by sparks
 - p. 19
 - Insuring that the combined weight...does not exceed capacity
 - p. 20
 - Immediate vicinity
 - p. 23
 - Tampering with equipment
 - p. 25
 - Hazardous condition
 - p. 27
 - Hoist brake
 - p. 28
 - Visually inspect
 - p. 41
 - " "
 - p. 42
 - " "
 - p. 51
 - " "

- p. 29 - Excessive wear
- p. 37 - Salvage storage building
- p. 38 - Skidded and packaged
- p. 39/48 - In conjunction with and not intended to supersede
- p. 40 - Auxillary vehicle
- p. 44 - Tested before disbursement
- Dispurse stencil ink
- p. 46 - Rated bad capacity
- p. 47 - Exposed area of body
- p. 53 - Upright position to prevent debris from falling
- p. 55 - Eruption during meltin
- p. 56 - Work area adjacent
- Gondola
- p. 60 - Baling, baler
- p. 61 - Minimal tension applied

READING

C5 Index Reading

Manual: Maintenance Trades and Sanitation.....
(Green Booklet)

* See: Lesson Plan C5-A

READING

C5-A Reading Lesson

(Manual - Safety Suggestions for Maintenance Trades
and Sanitation, Including Welding and Cutting
Procedures)

(Green Booklet)

Skills:

1. Index Reading: Skimming and Scanning for safety rule for a particular task.
2. Comprehension:
 - Read Emergency Measures (pp. 40-45)
3. Specific Vocabulary and Terms from Manual:

- Indication	- Investigate	- Extensive
- Leakage	- Unauthorized	- Vertical Plane
- Fusible (plugs)	- Proficiency	- Detected
- Canister Mask	- Salves	- Copious
- Neutralizers	- Induced	- Apparatus
- Precautions		

Comprehension Check:

Questions:

1. What happens if a chlorine leak is not promptly attended to?
2. Who should investigate a chlorine leak?
3. What should that person wear?
4. Why does gaseous chlorine lie close to the ground?
5. If a chlorine leak can not be handled by GM people, who should be notified?
6. What should be done to chlorine containers in the case of a fire?
7. Why should water be applied to the chlorine container?
8. How do you stop a valve leak?
9. How should a leaking container of chlorine be handled? Why?

10. List some items in the Emergency "B" kits?
11. What 4 items of safety should always be available for a chlorine leak (for the workers)?
12. How should skin exposed to SO_2 be handled?
13. What should you do if you swallow a poisonous gas?
14. When should an oxygen mask be applied?
15. Describe how a tank trailer should be unloaded?

Reading

Objective: To learn and practice the PQ3R (SQ3R) Method of increasing comprehension
To be able to use a modified form of PQ3R for own purposes

Materials: Opportunity For Skillful Reading - Text
Part I
Handout B
Newsweek Article " GM's Day of Reckoning "

Procedure: 1. Assign one letter of the Method (PQ3R) to small groups (5)
2. Spokesperson for each group teaches/ reports to the large group what process that letter represented
3. Distribute copies of Handout B as permanent reference for students
4. Students use Newsweek article for practice with method

Outcome: In discussion of this method students quickly realize that will most often use a modified form of it in their daily reading.

*What does SQ3R
mean?*

Survey, Question, Read, Recite and
Revise.

*What does 'Survey'
mean?*

Turn all the pages in the chapter being
studied, see how long it is, and get a
general idea of the content.

*What is meant by
'Question'?*

Write down questions on each main
point in the chapter (as in the column
on the left here). Base the questions on
the main points, which can be deduced
from the subheadings or extracted by
skimming.

*What does 'Read'
mean?*

Read the chapter completely to answer
the questions. Note that reading is not
done first.

*What is meant by
'Recite'?*

Answer the questions completely, either
orally to another person or in writing,
putting answers in your own words (as
in this column).

*What does 'Revise'
mean?*

Some days later the material should be
revised, possibly by quickly re-reading
the chapter, and/or trying to answer
the questions, looking up all wrong or
partial answers.

READING

C6 Reading & Interpreting Descriptive Phrases

Manual: General Safety Rules (White Booklet)

* See: Lesson Plan C6-A

READING

C6-A Reading Lesson

(Manual - General Safety Rules: Emergency Instructions
and First Aid Suggestions) (White Booklet)

Skills:

Overview of Index: Listing of emergency and first aid equipment and procedures.

A. Descriptive Phrases: Find ones that

- p. 1 - Describe Personal protective clothing
- p. 2 - Describe and Explain Safety glass
- Hearing Protection
- p. 3 - Machine and Die Guards
- p. 7 - Stretches
- Cold Packs
- p. 8 - Emergency showers
- Respirators
- p. 10 - Safety Blocks
- p. 11 - Gloves
- Aprons
- Head Protection

B. Employee Responsibilities: Skim for Main Titles:

- 1. Know the safe method (Page 11)
- 2. Do Not Block Exits (Page 12)
- 3. "Walk" aisles (Page 12)
- 4. Do Not Block Emergency Equipment (Page 12)
- 5. Never exceed rated load capacity (Page 12)
- 6. Authorization to use elevators
- 7. Eating lunch
- 8. Pedestal Grinders (Page 13)
- 9. Driving power vehicles (Page 14)
- 10. Scooters (Page 14)
- 11. Running (Page 14)
- 12. Climbing (Page 15)
- 13. Avoid Overhead dangers (Page 15)
- 14. Move hand trucks safely (Page 15)
- 15. Avoid distraction (Page 15)
- 16. Use safe tools (Page 16)
- 17. Horseplay (Page 16)
- 18. Lift safety (Page 16)
- 19. Walk, Don't Ride (Page 16)

20. Report Injuries	(Page 16)
21. Smoking	(Page 17)
22. Housekeeping	(Page 17)
23. Welding flash	(Page 17)
24. Compressed gas cylinders	(Page 18)
25. Signs	(Page 18)
26. Suggestion Program	(Page 18)

Reading Comprehension: Read Fire Extinguishers (p. 19-20)

- Matching the type of extinguisher with the type of fire.

Following Directions: First Aid (p. 21-24)

Sequence of Events to follow for:

- Artificial respiration (p. 22)
- Broken Neck or Back (p. 23)
- Handling: Burns & Scalds, Convulsions, and Heart Attacks (p. 23-24)

READING

2 DAYS

C7 Literal Comprehension

Handout: "Two Sides of a Giant"

Handout: "GM Drives the Electric Car Closer To Reality"

- * See: Lesson Plan C7-A (Page 1-2)
- * See: Lesson Plan C7-B (Page 3)

READING

C7-A Reading Lesson

(Handout: "Two Sides of a Giant", Time: Feb.19, 1990)

Vocabulary: (from Article)

- | | |
|---------------------|------------------|
| - Multinational | - Jarring |
| - Reorganizationing | - Restructurings |
| - Dismantling | - Parochial |
| - Centralizing | - Poignant |
| - Decentralized | - Stingy |
| - Excess | - Massive |
| - Horsepower | |

Comprehension:

1. How much of its market share did GM lose in the past decade?
2. How many cars did GM build in 1989?
3. How do US and European branches of GM compare?
4. What are the two sides of GM?
5. To what is Europe's GM success owed?
6. What is the name of the GM Europe subcompact?
7. How many of them are sold per year?
8. What does the Vectra offer?
9. What rank in GM Europe in the European car market?
10. What are the similarities of American and European GM?
11. How were domestic cars changed?
12. What was a damaging change in GM in 1984?
13. What did Oldsmobile do?
14. How did the Vectra/Cavalier evolve?
15. How did GM allow sales people in different countries to stay close to their customers?
16. What is Zurich's staff best known for?

17. Who are GM's competitors?
18. What do GM Europe's company's managers express serious concern about?
19. What will the Japanese do?
20. Who is the likely candidate for Roger Smith's job?
Why?

READING

C7-B Reading Lesson

(Handout: "GM Drives the Electric Car Closer to Reality", Business Week, May 14, 1990)

Vocabulary: (from Article)

- | | | |
|------------|-----------------------|---------------|
| - Promoted | - Oddballs | - Omissions |
| - Skeptics | - Environmentalism | - Smog-choked |
| - Legislat | - Internal Combustion | - Consortium |
| - Engine | - Asserts | - Optimistic |
| - Meager | - Inverters | - Aerodynamic |
| - Dilemma | - Steep | - Doldrums |
| - Augment | - Capacitor | - Proponent |

Comprehension Check:

1. What kind of car did GM say it would produce?
2. What would it be made out of?
3. How fast would it go?
4. What is the demand for this kind of car?
5. Who else will produce electric cars by the year 2000?
6. What has Ford done since 1982?
7. How do inverters work?
8. Which is more costly; aluminum or steel?
9. How will the high cost affect the demand for such a car?
10. What would solve the major problem?
11. What does Chrysler Corporation's experimental van use as an energy source?
12. What happens to it in cold weather?
13. What kind of battery did Ford Motor Company use?
14. What plans does Isuzu Motors Inc., have?
15. List some advantages (as stated) of an electric car?

READING

C8 Inference Skills

Handout: Shirley Young: "Pushing GM's Humble Pie Strategy"

Handout: "All They Need is the Girl"

* See: Lesson Plan C8-A (Page 1-2)

* See: Lesson Plan C8-B

READING

C8-B Reading Lesson

(Handout: "All They Need is the Girl", Forbes, Jan. 8, 1990)

Vocabulary: (from Article)

- | | |
|------------|--------------|
| - Retooled | - Unionized |
| - Global | - Expansions |

Comprehension Check:

1. What has Roger Smith done to the company's entire manufacturing base?
2. What is a retooled factory?
3. How much did this cost?
4. What do critics say?
5. What are unionized factory workers in Tennessee trying?
6. What is happening to GM in Europe?
7. What is the biggest part of GM's business?
8. What is the significance of the article's title?
9. What is all that GM needs now?
10. How can GM make big profits?
11. Why will the 1990's be cruel for automakers?
12. How will GM fare in the 1990's?

READING

C9 Inference & Drawing Conclusions

Handout: "The Right Stuff"

* See: Lesson Plan C9-A

READING

C9-A Reading Lesson

(Handout: "The Right Stuff", Time: October 29, 1990)

Vocabulary:

- | | | |
|-------------------|-----------------|---------------|
| - Lauded | - Collegial | - Candor |
| - Niche | - Adversarial | - Daunting |
| - Hierarchical | - Alienating | - Unambiguous |
| - Cavernous | - Paradigm | - Derogatory |
| - Consensus | - Proliferating | - Litany |
| - Dogged | - Tout | - Canny |
| - Entrepreneurial | - Zeal | |

Comprehension Questions:

1. What is the "grand experiment in American Manufacturing"?
2. According to the dean of MIT's Sloan School of Management, what will Saturn's success prove?
3. What is the response by car critics to the new Saturn car?
4. Whis IS Saturn so revolutionary for American industry?
5. "Most successful companies provide employees with a sense of ownership, have few and flexible guidelines and impose virtually no job-defining shop rules."
 - a. What is the relevance of this statement for Saturn? Do you believe that this statement is true? Explain.
 - b. What is the implication of this statement for other operations at GM such as the ones you are involved in?
6. What is "consensus decision making". What is the Saturn philosophy in this area?
7. How does the Saturn work force differ from the general GM work force population?
8. What is "lean production"?
9. What are some progressive manufacturing steps Saturn is using?

10. Explain the fear of "cannibalization" of other GM lines by Saturn? Do you think this fear is substantiated?
11. According to the article, what is GM's most "dogged problem"? Do you agree? Explain.
12. "Corporate America seems to be recognizing that making the product right is as important as dreaming it up and selling it." Do you agree with this statement? Explain.

READING

2 DAYS

C10 Drawing Conclusions/Summarizing

Handout: "GM Aims for the Fast Lane"

* See: Lesson Plan C10-A

Manual: Safety Instructions for Tool Room Employees
(Grey Booklet)

* See: Lesson Plan C10-B

READING

C10-B Reading Lesson
(Manual: Tool Room Employees...) (Grey Booklet)

Skills:

- Condensing
- Simplifying
- Reading for Meaning of Procedures, Instructions
- Clarifying
- Summarizing

1. Read: Lockout Procedures a-d. (Pages 1-3)
Safety Bocks a-d "
Padlocks a-c "

- In 10 words or less rewrite the procedure to capture meaning.

2. Read: Radial Drill Operations and Drill Press
Operations
1-12 (Pages 5-6)

- In 10 words or less rewrite the procedure to capture meaning.

3. Read: Heat Treater and Hardner (Pages 12-14)

- In paragraph form with 5-6 sentences, summarize introductory paragraph, devices, and operational instructions, making sure to include all important information.

READING

C10-A Reading Lesson

(Handout: "GM Aims for the Fast Lane", Newsweek:
October 22, 1990)

Vocabulary: (from Article)

- Consummate
- Unrelenting
- Surge

Comprehension Questions:

1. What is the price range for the Saturn line?
2. According to the article, what event may be responsible for making small, energy-efficient cars popular again?
Will this benefit GM? Why/Why not.
3. What is unique about the advertising campaign for Saturn?
4. Why do some feel that Stempel will do a better job as chairman than Smith did?
5. What is meant by "the team Stempel has assembled is made in his own image"?
6. What is the "voluntary-restraint agreement" the Japanese automakers made with the US? What is the result?
7. What are some of the problems GM is encountering in facing the Japanese competition? What are some solutions to these problems? Do you think these problems are correctly identified? Are there others that aren't identified in the article? Are the solutions offered reasonable? Why/Why not?

READING

C11 Reading Strategies

1. Predicting Outcomes
2. Brainstorming about topic
3. Accessing prior knowledge
4. SQ 3 R
 - Survey
 - Question
 - Read
 - Review
 - Remember

Handout: "The UAW Veers Closer to Reality"

* See: Lesson Plan C11-A

READING

C11-A Reading Lesson

(Handout: "The UAW Veers Closer to Reality", Oct. 1, 1990)

Vocabulary: (from Article)

- Haggard
- Dismal
- Unscathed

Comprehension Questions:

1. What is the dismal reality that UAW President Owen Bieber, recognized?
2. What is the "steep price" that GM has paid for labor peace and the right to down-size?
3. What are the program that will increase spending from 1.3 billion to 4+ billion at GM?
4. What evidence in the article supports the claim that the individual worker is protected? Do you agree or disagree with this conclusion? Explain.
5. "The UAW soon may find itself in the same book as the steel-workers, the rubber worker, and other once larger industrial unions: smaller, with declining power and prestige." Do you agree or disagree with this statement? Explain.

READING

C12 Key Words/Diagram/Illustration Interpretation

Manual: Safety Instructions for Production Equipment
(Blue Booklet)

* See: Lesson Plan C12-A

READING

C12-A Record Lesson
(Manual: Safety Instructions for Production
Equipment)
(Blue Booklet)

Skills:

- Identifying key words and phrases in reading instructions, procedures, requirements
 - Reading diagrams and locating information and directions from diagrams
1. Read pages 12-16 "Die Cast Machine Operation"
 - Underline key words
 - Return to text, reconstruct meaning by reviewing key words
 2. Read pages 25-35 "Safety Manual for Paint Spraying"
 - Underline key words
 - Return to text, reconstruct meaning by reviewing key words
 3. List Key words from Die Cast.....
 4. List Key words from Paint Spraying...
 5. In a few sentences, write gist of passage 12-16
" " " " 25-35
 6. Diagrams:
 - Pp. 7, 11, 99, 109-114.

READING

C13 Glosary Skills

Manual: Safety Instruction for Jobsetters (Pages 53-60)

* See: Lesson Plan C13-A

READING

C13-A Reading Lesson (Manual: Safety Instruction for Jobsetters)

Skills:

- Skimming and Scanning
 - Reading and Glossary
 - Quickly reading instructions, procedures, policies for general understanding
1. Scan pages 1-7 "Policy", "Responsibilities for a Jobsetter", "Standards for Presses, Guards, and Press Operations" in 5 min.
 - Orally present information retained
 - Reinforce Skim & Scan Skills
 2. Scan pages 24-27 "Common Errors in Die Set-Up" in 5 min.
 - Orally present information retained
 3. Scan pages 45-49 "Safety Instructions for Die Cast Jobsetters", in 5 min.
 - Orally present information retained

Glossary: Pages 53-60

Comprehension Questions:

1. What is the male part of a die called?
2. What is the female part of a die called?
3. What is a slug?
4. What is the difference between a blank die and a cam die?
5. What is the difference between push, pull, and roll feeding?
6. Where is lubricant applied during press work?
7. When would you use a shim?

Reading

Objective: To illustrate, visually, that the purpose of skimming is to quickly find the most important ideas within printed material

Materials: Handout C

Procedure:

1. Students find definition of skim in the dictionary
2. Discuss reasons (need) for skimming
3. Have students " read " Handout
4. Share important ideas from material, and what less important material might have been left out

Outcome: Students should be able to name a few instances in their own experiences where they might need to skim.

S1 Skimming & Scanning/Scanning for Information

Handout: S1, Pages 1-6

1. Introduction of skills:

- Study Reading
- Rapid Reading
- Skimming
- Scanning

2. Factors in the Reading:

- Reading for Purpose
- Vocabulary knowledge of reader
- Rate of comprehension skills
- Recognition of author's organization
(subject, main ideas, support)
- Familiarity with subject you're reading
- Phrase reading (grouping words into meaningful
phrases)

READING

2 DAYS

S2 Graphic Presentation/Scanning for Information

Handout: S2 Pages 1-5
S2 Pages 6-11

READING

S3 Skimming and Scanning/Integration of ALL Reading Skills

* See: Handout S3 Page 1-8

Writing

Objectives: To determine and understand the elements that make up effective writing

To appreciate how those elements are related

To understand that those elements can be reenforced, individually, to improve one's overall writing

Materials: Handout W1 " How Does Meaning Progress?"

- Procedure:
1. Have students determine which element is the smallest unit to carry meaning? (the word)
 2. Beginning with the column entitled " word " list (on chart or board) those subelements that belong in each column
ex. Word : vocabulary, spelling, definition, etc.
 3. Continue until all column are filled (see suggested items on completed copy - W2
 4. Students retain their copy for future and constant reference

Outcome: Students begin to see that they can build up their writing skills by first improving on each element within.

WORD
(the basic unit) —→ PHRASE —→ SENTENCE —→ PARAGRAPH —→ WHOLE WORK

WORD
(the basic unit) → PHRASE → SENTENCE → PARAGRAPH → WHOLE WORK

spelling
definition
pronunciation
parts of speech
etymology

prepositional
adjectival
adverbial

structure
types:

imperative
declarative
interrogative
exclamatory

construction:

simple
compound
complex
compound/complex

grammar
diction

main idea
compare/contrast
supporting detail
topic sentence
descriptive
persuasive
exposative
transitions

diction

comprehension
paragraphs
compare/contrast
main idea

* Welcome all student suggestions

Writing

Objective: To assess the students' need for reenforcement of individual areas of grammar

To introduce/ reiterate those elements that constitute English grammar

Materials: Laugh Your Way Through Grammar - text

Grammar Pretest/Posttest - Form A
Grammar Pretest/Posttest - Form B

- Procedure:
1. Students read silently " To The Student " introductory material in the text
 2. Small groups (4) choose from Sections II, III, IV and V. Each discusses their section
 3. Each group tells large group what elements were in their section
 4. Administer Pretest (Form A or Form B)
 5. Administer Posttest (same form as step 4) at end of session

Outcome: Scoring of pretest will indicate those elements needing reenforcement.

Writing Grammar - Parts of Speech

Objectives: To review the names and definitions of all parts of speech
 To understand the function(s) of each part of speech
 To appreciate how various parts of speech are used effectively to improve writing ability

Materials: Laugh Your Way Through Grammar - text pages 55 and pages 83 - 152

Procedure: 1. Students read page 55 of Laugh... text
 2. Students form eight groups - one to study each part of speech
 3. Each group presents to the large group - the definition and uses for their part of speech
 4. Each group constructs a quiz for everyone on their part of speech

Outcome: A working knowledge of the names of parts of speech is useful when striving to improve grammar for writing and speaking

Objectives: To review and reinforce rules of punctuation
To develop better punctuation in writing

Materials: Laugh Your Way Through Grammar - text pages 203-218
Handout P-1
Better Business Writing - text pages 10-13
Handout P-2

- Procedures:
1. Form four groups and assign the following marks of punctuation to each
 - I. period, question mark, semicolon
 - II. colon, comma
 - III. quotation mark, apostrophe, dash
 - IV. parentheses, exclamation point, hyphen, underlining
 2. Each group meets to study appropriate section in Laugh... text
 3. Each group prepares a small presentation to the large group showing how their assigned marks are used (suggestions - charts, chalkboard examples, flip charts, etc.)
 4. Students work independently on Handout P-2
 5. Students form pairs to mark the punctuation of Handout P-2
 6. Students form four groups to present to the large group, the information on pages 11-12 in Better Business Writing, each choosing one mark of punctuation.
 7. Present to large group prior to writing assignments of types of letters, memos, etc. used in business
 8. Students use page 13 in Better Business Writing for additional practice, sharing answers with group
 9. Additional practice exercises are located in Laugh... text on pages 12, 29, 30, and 48
 10. Handout P-1 is to be kept by students for personal reference

Outcome: Punctuation practice makes perfect!!! Reviewing the rules helps.

Writing Grammar - Sentence Structure (3-4 days of activities)

Objectives: To review rules of constructing a grammatically correct sentence
 To recognize grammatically incorrect sentences

Materials: Laugh Your Way Through Grammar - text pages 65-80
 Handout SS-1

Procedure: 1. Using Practice Session #2 in Laugh ... text,
 students form teams and compete for number of
 correct answers

 2. Students discuss four types of sentences (declar-
 ative, interrogative, imperative and exclamatory)

 3. Students write samples of each, pass around to
 another, who must check it and add another type
 to that paper

 4. Continue passing until each sheet of paper has one
 example of each type

 5. Students form small groups and each presents to class
 one kind of sentence structure error (see
 Laugh... text pages 69-73

 6. Large group discusses Handout SS-1 (instructor can
 add on more elements at this time)

 7. More practice exercises can be found in Laugh text
 on pages 21, and 39

Outcome: A lighter approach to practice in forming grammatically
 correct sentences.

Writing

Objective: To practice the following usage forms of English

Gerund
Articles
For, Since
Already, Yet
Also, Too, Either
Any, Some
Would Rather
Had Better
Negative Auxilliary Verbs
It, There
Supposed to
Used to
Negative Contractions
Word Order

Materials: Handouts G 1 - G 10

Procedure: 1. Use individual handouts for short lesson in that particular construction, or
2. Include any of the handouts in a homework packet (see " Homework, opt. section)

Outcome: Students are refreshed in the use of language elements used constantly, but not necessarily correctly

Writing

Vocabulary Building - 5 days (notebook throughout session)

Objective: To introduce the concept of vocabulary building as a means
to better understand printed material
To introduce a method of vocabulary building

Materials: Time Magazine article (Feb. 3, 1992)
" Blame It On Japan " V 18, V 19
Handout V 1
Notebooks

Procedure: 1. Students read article " Blame It On Japan ."
2. Students attempt to define circled words
3. Using classroom dictionaries, words are defined and
the meanings shared.
4. Discuss the difference in understanding of content when
those words are understood
5. Discuss need for a good vocabulary, and share possible
ways to build one
6. Distribute Handout V 1; have students read silently
7. Students enter words from article in notebook

Outcome: Students have begun a process that continues throughout the
session, and hopefully throughout life.

VOCABULARY BUILDING

There are many reasons for enlarging and improving our vocabularies. Language scientists have shown, through repeated testing, that a person's vocabulary can be a measure of his/her position in life. Bigger vocabulary can be related to higher achievement. Knowing a great many words, being able to understand them and use them effectively in speech and writing, is essential to success.

Unfortunately, many of us seldom acquire new words in our vocabularies after the age of twenty, when our school days are over. This does not mean, however, that our effort should stop. We can strive to improve; we can build a larger vocabulary, if we but try.

The American psychologist William James devised a system whereby anyone can build their vocabulary. *This system is based on creating a habit of deliberately building your vocabulary, daily, if possible. This habit will work to build a better vocabulary far better than the occasional effort.

The system consists of the following steps:

1. Begin the habit with a strong purpose- the best one being a more rewarding life.
2. Try not to break the habit - attempt to find even just a few minutes per day.
3. Start at the first available opportunity, and try to enjoy the activity until it becomes a favorite.
4. Keep a notebook.

* The Reader's Digest " 21 Days To A Bigger Vocabulary "

Writing

Objectives: To develop the habit of vocabulary building

Materials: Notepad, notebook, memo pad (any type)
Dictionary
Thesaurus
Various sources for new words (books, magazines,
newspapers, labels, etc.)

- Procedure:
1. Student identifies a notebook (notepad, memo book etc.) as a " vocabulary " notebook
 2. Notebook is begun with this lesson, then kept available for ready use throughout the session
 3. Student chooses a source, or group decides on one together, then begins to look for words fitting any of these categories: previously unknown word
difficult spelling
uncertain definition
very interesting
 4. Student enters the word (putting the date on each new page) and doublechecks the spelling
 5. After a designated number of words have been found (instructor or class can decide on the total number,) student begins to look up the meanings of each new word.
 6. If time permits, words can be used in a sentence

Outcome: Students begin to realize how many words they encounter daily that can become a part of their vocabulary through this habit.

Writing

Vocabulary Building - Word Sleuthing (daily activity)

Objective: To stimulate students to search for new words in ordinary printed sources

To reinforce the habit of recording words in notebook

To develop method: DWL

D - Don't know it?

W - Write it down

L - Look it up

Materials: Vocabulary notebook (students each have their own)
Sources of words (books, magazines, newspapers, etc.)
Classroom dictionaries

Procedure: 1. In groups, or independently, students sleuth (search for) new and/or interesting words

2. Words are looked up in dictionaries

3. Words are used in sentences

Outcome: Checking notebooks on a weekly basis reveals many new words accumulated.

Writing

Vocabulary Building - The Dictionary

Objectives: To realize the importance of the dictionary to successful vocabulary building
To analyze the content of a dictionary
To appreciate the special helps (information) the dictionary can provide

Materials: Classroom dictionaries
Handout V 2

Procedure: 1. Distribute classroom dictionaries, allowing time for students to examine
2. Distribute V 2 and discuss
3. Students work on questions independently
4. Share answers

Outcome: Students become more familiar with the types of information contained in the dictionary. They begin to feel more comfortable using it.

THE DICTIONARY IS A TOOL

Writing and speaking are forms of communication. They are their most effective when clear and concise. This is why the writer, or speaker, must strive for the most effective use of language. They should be precise, finding the exact expression or word to convey the desired meaning. For this, the dictionary is indispensable.

The dictionary is also a treasury if used for word building. It will repay you a thousand-fold for your excursions through it. Words are keys to ideas and understandings that can unlock doors for you.

Use a good dictionary to answer the following:

1. What information about a word does an entry give?

2. What other 'special helps' might a good dictionary give?

3. How do you locate a word if you cannot spell it?

Writing

Vocabulary Building - The Dictionary

Objectives: To practice locating information in a dictionary entry
To understand how information is presented in an entry

Materials: Classroom dictionaries
Handout V 3

Procedure: 1. Distribute Handout V 3
2. Students work independently, or in groups of two on the exercise
3. Share answers

Outcome: Students feel a greater confidence in understanding the entry material.

VOCABULARY BUILDING - Dictionary Exercise #1.

Use the dictionary to fill in across the columns for each word.

WORD	NUMBER OF SYLLABLES	PLURAL	NUMBER OF MEANINGS	ETYMOLOGY	ABBR.
SAVAGE ¹					
NADIR					
MUSTANG					
GOVERNMENT					
DIRNDL					
QUARRY ²					
PROFESSION					

Writing

Vocabulary Building - Dictionary Fun

Objective: To practice using the dictionary to discover meanings of unfamiliar words.

To appreciate how the type of word used can change people's perception of what is actually expressed.

Materials: Classroom dictionaries
Handout V 17

Procedure:

1. Read #1. on Handout 17 aloud
2. Students attempt to determine the meaning of the expression.
3. Distribute copies of Handout 17 and complete independently, or in pairs.
4. Students use dictionaries to discover meanings for unfamiliar words
5. Students substitute in other meanings until each expression is "decoded."

Outcome: Students realize that the use of various vocabulary changes the manner in which language is perceived.

Writing

Vocabulary Building - The Thesaurus

Objective: To familiarize students with the thesaurus
To practice using Roget's Thesaurus (non-dictionary form)

Materials: Classroom dictionaries (if necessary)
Copies of Roget's Thesaurus
Handout V 7

Procedure: 1. Allow time for students to examine thesaurus
2. Discuss/ elicit reasons for needing/using a thesaurus
3. Distribute Handout V 7 and read
4. Students work on exercises to find synonyms and antonyms
5. Share answers

Outcome: The thesaurus becomes " user friendly."

THE THESAURUS

The thesaurus is a book composed of synonyms (words with the same meaning) and antonyms (words with opposite meanings.) It is nearly the opposite of a dictionary in that you already have the meaning but need the correct word to express it. A thesaurus is an invaluable reference source for the following:

- to avoid repetition
- to formalize a piece of writing
- to find the exact word in mind
- to refer the writer to other related words

In the exercise that follows, we will be using Roget's Pocket Thesaurus (Copyright 1946: Pocket Books, Simon & Schuster, Inc.) There are other types available that are organized in dictionary form.

- I. Ex. The Index begins on page 309. Look up the entry for 'cold.' Turn to #383 for examples of the term in its literal sense.
- II. Turn to and study the Table of Contents, the Plan of Classification and the Tabular Synopsis of Categories.
- III. To find a synonym or antonym, look in the Index for the word.
To find an idea, refer to any related word in the Index and check the other words.
To find an appropriate new word or idea on a subject, turn to a related word or to the Tabular Synopsis of Categories.
- IV. For practice with the Thesaurus find the following:

Synonyms

knowledge
bulwark
earthly
patent
clergy

Antonyms

resonance
forgiveness
good
destruction
difficulty

Writing

Vocabulary Building -The Thesaurus

Objective: To practice using Roget's Thesaurus
To appreciate the use of synonyms to achieve precise meaning

Materials: Copies of Roget's Thesaurus
Handout V 8

Procedure: 1. Display the following example sentences.

He marked the jar.
He labelled the jar.
He stamped the jar.
He decorated the jar.

2. Have students locate the word " mark" in the thesaurus
3. Discuss the slight differences in meaning when the synonyms for " marked " are used
4. Distribute Handout V 8 and discuss directions
5. Students complete and share answers

Outcome: Students learn to use the thesaurus to show subtler shades of meaning.

Writing

Vocabulary - Homonyms

Objective: To understand what homonyms are
To practice using some common homonyms

Procedure: 1. Put the following sentences on the board or chart.

The heir to the fortune inherited everything.
The air in springtime is sweet and clean.

2. Students locate homonyms and define them each
3. Divide class into two groups
4. Each group does half of exercise I and II
5. Share answers

Outcome: Homonyms often trip people up. Being aware of them helps.

Writing

Vocabulary - Practice

Materials: Handouts V 11, V 12, 16
Classroom Dictionaries
Thesaurus

Procedure: 1. Use Handouts V11, V 12, and V16 as additional
practice in encountering words
or
2. Include Handouts in a homework packet (see
Homework, opt.)

Outcome: Students are amused, while encountering new vocabulary.

Writing

Vocabulary - The Euphemism

Objective: To understand the term " euphemism "
To understand why euphemisms are used
To practice using them

Materials: Handouts V 14,15

Procedure: 1. Distribute Handouts V 14,15
2. Students read silently first two paragraphs
3. Do section I aloud, together
4. Students do section II independently, then share
5. Do section III aloud, together
6. Students do section IV independently, then share

Outcome: Students have heightened awareness of the occasional need
for softness of expression.

V1 Vocabulary in Context

Context & Analogy Clues

Handout V1 (3 pages)

Handout V2 (6 pages)

Handout V3 (1 page)

Work Related Words and Terms

(Nouns, Verbs, Adjectives, Adverbs) -- Workers use words in context to give others their meanings

Pretest: 23 words in context -- students write the meanings of isolated words before seeing them in context (from Handout V1)

Posttest: meanings of words in sentence context

Vocabulary in paragraph context

Car Caravan (Handout V3) -- description of a car/names

Writing

Vocabulary Building - Word Analysis

Objective: To learn roots, prefixes, and suffixes as a means of increasing vocabulary
To learn roots, prefixes and suffixes to aid in determining meanings of unfamiliar words

Materials: Opportunity For Skillful Reading - text
Handout V 4

Procedure:

1. Students "teach" a partner student the roots, prefixes and suffixes found on pages 72-74 of Opportunity For Skillful Reading
2. Students "quiz" their partners on the meanings and spellings
3. Partners meet again, reversing roles, to reinforce
4. Students read Handout V 4
5. Students find a second (third, etc.) example word for each prefix

Outcome: Students realize that knowing meanings of basic roots, prefixes and suffixes increases their ability to understand unfamiliar words

Writing

Spelling Practice - The Competition (4 weeks/ once per week)

Objective: To practice 100 commonly misspelled words

Materials: Handout V 5

- Procedure:
1. Distribute copies of Handout V 5
 2. Allow time for students to read and study words
 3. Divide class into 4 teams - assign 25 words each
 4. Competition - instructor asks for spelling of word from each team, awarding one point for each correct response
 5. Highest score after all 25 wins!!!
 6. Rotate words three times with each team

Outcome: Commonly misspelled words will not be.

100 COMMONLY MISSPELLED WORDS

accommodate	February	profession
achievement	height	prominent
acquire	immediately	pursue
among	interest	quiet
apparent	its, it's	receive
argument	led	receiving
arguing	lose	recommend
athletics	losing	referring
belief	marriage	remember
believe	mere	repetition
beneficial	necessary	rhythm
benefited	occasion	sense
bureau	occurred	separate
business	occurring	separation
category	occurrence	similar
comparative	opinion	studying
conscious	opportunity	succeed
controversial	parallel	succession
definitely	particular	surprise
definition	performance	technique
define	personnel, personal	then, than
describe	possession	their, they're, there
description	possible	thorough
despair	practical	to, too, two
disastrous	precede	tomorrow
effect	prejudice	transferred
embarrass	prepare	unnecessary
environment	prevalent	villain
exaggerate	principle	write
existence	privilege	writing
existent	probably	
experience	proceed	
explanation	procedure	

Writing

Objectives: To develop additional vocabulary words

To improve spelling

Materials: Handouts G 12 - G15

- Procedure:
1. Use handouts as short lessons for accumulating new vocabulary words, having students do Exercises A and B, then quiz each other on the spelling of the words or,
 2. Include as part of a homework packet (see Homework, opt. section)

PREFIX	MEANING	ENGLISH WORD
ab-, a-, abs-	away, from	abstain
ad-	to, toward	adjacent
ante-	before	antecedent
anti-	against	antidote
bi-	two	bisect
circum-	around	circumlocution
cata-, cat-, cath-	down	cataclysm
contra-	against	contrary
de-	down, from	decline
di-	twice	diatonic
dis-, di-	apart, away	dissolve
epi-, ep-, eph-	upon, among	epidemic
ex-, e-	out of, from	extricate
hyper-	beyond, over	hyperactive
hypo-	under, down, less	hypodermic
in-	in, into	instill
inter-	among, between	intercede
intra-	within	intramural
meta-, met-	beyond, along with	metaphysics
mono-	one	monolith
non-	no, not	nonsense
ob-	against	obstruct
para-, par-	beside	parallel
per-	through	permeate
pre-	before	prehistoric
pro-	before	project
super-	above	superior
tele-, tel-	across	television
trans-	far	transpose
ultra-	beyond	ultraviolet

Writing

The Paragraph (2-3 Day Activities)

Objectives: To appreciate that the well- composed paragraph is basic to good writing
To review types of paragraphs
To practice developing good paragraphs
To be able to revise a paragraph

Materials: Handouts P-1, P-2, P-3, P-4, P-5

- Procedure:
1. Discuss how and why written material is organized into paragraphs (What would written communication be like without them?)
 2. Refer back to Handout W-1 " How Meaning Progresses " and where the paragraph fits into the progression
 3. Form six small groups
 4. Using Handout P-1, each group chooses a type of paragraph and writes a sample of it, collectively
 5. Share each sample with class and critique
 6. Students work independently, using Handouts P-1 and P-2, to develop a paragraph
Suggestion: students make up topic sentence, students then create details (example, illustration, comparisons, etc.)
Students add final, transitional sentence as if to proceed to next paragraph
 7. Students read Handout P-2 silently and check their paragraph
 8. Students form pairs, or very small groups, to work on revising their paragraphs, using P-1 and P-2 as guides

Outcome: It is emphasized that the well-written paragraph is basic to composition, and the composing of one requires a breaking down of the elements to strengthen the whole.

BASIC LANGUAGE / PARAGRAPH

The paragraph is a group of related sentences that the writer presents as a unit in the development of his/her subject. It is usually set off by indentations, but also strikes the mind as a unit because of the relationship among the statements it contains. A paragraph is considered a stage in the flow of the writer's thought. Paragraphs can separate, as well as join. The importance of the paragraph to writing can best be expressed by the following quote by C.S. Baldwin:

" Anyone who can write a good paragraph can write a good paper. "

Types of paragraphs are:

1. Expository - programmatic, transitional or, summarizing
2. Narrative - showing events in time order
3. Descriptive - a detailed picture of some object or place, giving a complete presentation with accuracy and compactness
4. Process - showing sequence
5. Persuasive - asserting a point of view
6. Compare/Contrast - relating material point by point

Development of a paragraph includes:

Introduction/ Topic sentence

Body - details, explanations, illustrations, examples, logical patterns, comparisons, contrasts, cause/effect, deduction, induction, definition

Transitional Phrases

(optional) Recurrent Terms

Revision of paragraph includes:

Lack of focus

Undeveloped generalities

Inclusion of undeveloped afterthoughts

Repetition of point already made clear

Lack of unity in presentation of details (rambling)

Writing

Transitional Sentences Between Paragraphs

Objectives: To recognize transitions
To complete a paragraph with a transitional sentence
To begin new paragraph based on previous transition

Materials: Classroom dictionaries
Handout P-4

Procedure: 1. Students choose a subject (ex. vacations, or children, cars, etc.)
2. Students for groups of no more than four
3. Each groups begins writing about the topic, with one introductory sentence
4. Pass papers around, next groups must add supporting details
5. Pass again, this time adding supporting detail of a different type, if possible, or more of the same (still within same paragraph)
6. Pass again, this time the group must make a transitional sentence
7. Pass again, the new groups beginning a new paragraph, based on the prior transition
8. Continue passing until the subject has been reasonably covered
9. Read essays aloud and critique

Outcome: Fun way to practice transitions, and develop paragraphs.

Writing

Outlining For Paragraph Writing

Objective: To recognize the elements of a paragraph
To break those elements down to outline form
To identify types of paragraphs

Materials: Handouts P-1 and P-5

Procedure: 1. Students form pairs, or very small groups, and review Handout P-1

2. Students analyze P-5 " My Job in an Apple Plant " for the following:

- find, or paraphrase, topic sentences
- list supporting detail beneath each
- find transitional sentences
- tell what type each of the five paragraphs
- tell why this paragraph does not need revision

3. Students put Handout P-5 in outline form using the following format (instructor displays on chart or board)

Main Idea - Title

- I. Topic sentence - paragraph #1
 - A. supporting detail
 - B. supporting detail, etc.
- II. Topic sentence - paragraph #2
 - A. supporting detail
 - B. supporting detail, etc.
- IV. Topic sentence - paragraph #3
 - A. supporting detail
 - B. supporting detail, etc.
- V. Topic sentence
 - A. supporting detail
 - B. supporting detail, etc.

4. Share outlines and critique

Outcome: Practice in both outlining and paragraph development helps

UNIT V: PARAGRAPH WRITING (8 DAY UNIT)

- P1 - Compare and Contrast Paragraph
- P2 - Explanatory Paragraph
- P3 - Procedure Process Paragraph
- P4 - Persuasive Paragraph

Incorporate grammar and "cheater spelling list"
Give "rules" -- 2 syllable words, etc.

WRITING

DAY 17, 18

P1 Paragraph Writing (2 day activity)

1. Write a Compare & Contrast Paragraph

I. Topic Statement

- Point by Point
- One side at a time
- Related to Previous Article: Gasoline vs. Electric
(Handout N3)

P2 Writing an Explanatory Paragraph (2 day activity)

I. Topic Sentence -

- Key words of explanation (adverbs - because, when ...)
- Workers choose topic (related to job task)
- Write explanation of job place or problem
- Read aloud to another
- Switch papers

WRITING

DAY 21, 22

P3 Writing a Procedure or Process Paragraph (Sequence)

I. Topic Sentence

II. Transitional words

- First, second, ..., next, ..., furthermore...

1. Workers write a simple procedure of job task

2. Read aloud, see if others can follow and repeat

Handouts: P3 (2 pages) Writing an Explanation in Sequence

P4 Persuasive Paragraph

- I. Topic Sentence with Point of View
 - II. Three-Five specific details to support topic sentence
(why)
 - III. Conclusion of Paragraph
1. Skills:
 - Persuasive words (efficient, beneficial, encouragement...)
 2. Write a persuasive paragraph explaining some plan for improvement at GM

Writing

Description

Objectives: Writing accurate descriptions
Following directions

Materials: Stapler

Procedure: 1. Discuss the importance of being accurate when you describe something, especially on the job

2. Display stapler so that everyone can see

3. Instructor gives following directions:

Write three short descriptions using the stapler

- physical (what it looks like))
- operation (how it works)
- use (how it's used)

4. Read aloud and critique (look especially for the second and third descriptions to be confused)

5. Descriptions can later be turned into paragraphs, using P-1 through P-5 Handouts as guidelines

Outcome: Students must concentrate on keeping the exact instructions in mind

UNIT IV: DESCRIPTIVE WRITING (6 DAY UNIT)

- D1 - Adjectives and Sensory Words
- D2 - Prepositions
- D3 - Writing Clearly (2 days)
- D4 - Writing a Memo
- D5 - Writing a Letter or Complaint

D1 Descriptive Writing

1. Adjectives: Use of sensory words

Handout: D1 (pages 1 & 2)

2. Write a description:

- of machine or equipment used
- of working conditions
- of relation with co-workers, supervisor
- of GM cafeteria food
- of what the "perfect" car would look and perform like

D2 Prepositions

Handout D2

1. Prepositional phrases:

- Write jobs tasks using varying prepositional phrases
- Nuances of meanings (near, next to, beside, by)
- How are they different?

2. Role playing of worker doing a task while others write down what they are seeing.

3. Write a task that incorporates a prepositional phrase and workers perform tasks.

Writing

Analysis/ Opinion (3-4 day activity)

Objectives: To practice the process of analysis by breaking subject into component parts
To outline ideas as a prelude to writing
To organize information
To construct well-ordered paragraphs
To organize paragraphs into a whole work
To edit for content mistakes
To proofread for mechanical mistakes

Materials: One, or more, pictures (reproductions) of art works
Example A-2
Classroom dictionaries and thesauruses
Handout A-1

Procedure: 1. Discuss those elements that make up a work of art - display on poster/ chart

Ex. -type of work (landscape, seascape, portrait, still life, etc.)
- medium (oil, watercolor, ink sketch,
- use of color
- composition
- background of artist (if available)

2. Students choose work of art, or study designated one
3. Students work independently on Handout A-1
4. Students outline information in order of elements they are including
5. Working from outline, students write first draft of critique
6. Students edit draft, then write final draft
7. Students proofread final draft and recopy

Outcome: Students have composed and edited their own art critique.

Language Skills

Analysis/Opinion/Writing

Use the following questions to help analyse a piece of art (painting, drawing, sketch, sculpt. etc.) Answer the questions, then use this information, and whatever other information you feel is valuable, to write your critique.

1. What is the title of the work, the name of the artist, and where can the art be viewed?

2. What is interesting about the artist and his/her life or past?

3. When was the work done? Does it represent any particular style or " school " of art? Has this artist been influenced by someone, or has he/she influenced anyone else?

4. Describe the work physically.

5. Tell about the use of color, shape or form.

6. If it is a picture or sculpt, how is it composed?

7. If it is a picture, which type is it: landscape, seascape, portrait, still life, or scenery?

8. What is the mood, or tone, of the work? How does it make you feel?

D3 Writing Clearly (2 day activity)

Handout D3 (pages 1-6)

1. Effective tips include:

- Avoid jargons
- Descriptive language
- Brevity
- Sequence of ideas
- Verbosity

D4 Writing a Memo

Handout D4 (pages 1-3)

1. Format, Purpose:

- Time saving
- Convenience
- Written Record

2. Workers write memos

D5 Writing a Letter of Complaint

Handout D5 (pages 1,2)

1. Comparison of two letters of complaint
 - cause of problem
 - method of solving it
2. Workers do their own

Writing

Descriptive

Objective: To develop descriptive writing ability
To better describe items for Resume writing

Materials: Handouts D3-1 through 6
Handout D-6

Procedure: 1. Students review Handouts D3-1 through D3-6 for tips
in writing clearly

2. Using Handout D-6, students work independently on the
following writing activity:

- describe your job here without using the official
title (see #5)
- describe your yardwork at home quantitatively
(see #2 - tell how much you do)
(student can use interior housework, if desired)
- go back over both descriptions and underline any
" jargon "

Outcome: Students practice focusing their descriptions for a purpose.

UNIT II: NOTES, LISTS, FORMS, LOGS, PROCEDURES,
DOCUMENTATION (2 DAY UNIT)

- N1 - Filling out forms and role playing of form situation
(oral communication)
- N2 - Documentation
- N3 - Procedure Writing
- N4 - Note Taking

Objectives: To understand the underlying organization within well-written work
To develop the ability to break down information by mapping
To appreciate mapping as a means of better comprehending author's purpose in written work

Materials: Opportunity For Skillful Reading - text pages 24 - 41
Handout M-3

Procedure: 1. Students read silently, text pages 24 - 27 (top)
2. Using Handout M-3, students work in small groups to organize their own information, using the following directions:
- Subject - " Transportation By Air "
- List all appropriate means of transportation
- List details about each
3. Fit same information into Map Structure
4. Pass each group's Map around until all have seen
5. All read text pages 27-40 to reinforce
6. Check small group Maps against Summary on page 41
(each group checks another's work)

Outcome: Mapping helps reader see the organization and hierarchy of information in written work.

M-3 Mapping

SUBJECT: Transportation By Air

1. Means

detail
detail

2. Means

detail
detail

3. Means

detail
detail

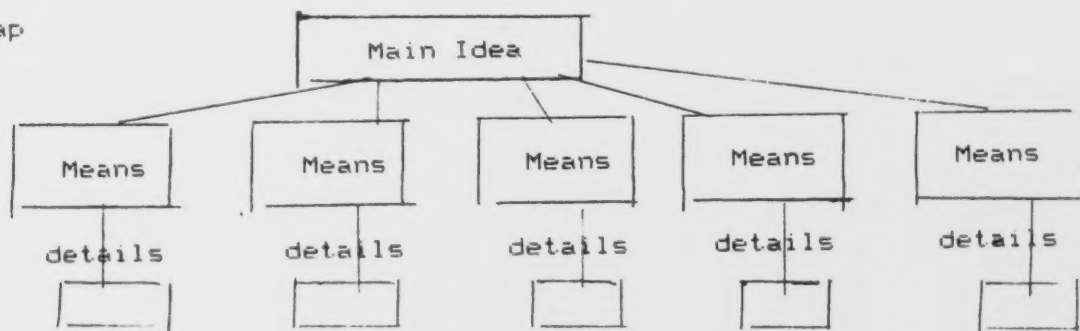
4. Means

detail
detail

5. Means

detail
detail

Map



UNIT III: OUTLINING AND SUMMARIZING (2 DAY UNIT)

- O1 - Outlining
- O2 - Summarizing

01 Outlining

1. General Outlining Skills

A. _____ (general ideas)

- 1.)
- 2.) Details
- 3.)

B. _____

- 1.
- 2.
- 3.

2. Worker writes job descriptions and then categorize them and organize them into an outline (sorting, lifting, placing, connecting)

3. Organization of Thoughts in outline form for Paragraph writing

O2 Summarizing

1. What is summarizing?
2. Handout - O2
 - Listen to article, read aloud as they follow along with own copies
 - Summarize in 3 sentences
 - Summary words (therefore, in conclusion, in ending)
 - Summarizing for paragraph/letter writing

N1 Filling out Forms

1. Skills:

- Providing information (personal data, job history, etc.)
- Interpreting a form already filled out
- Application of skill - filling out a blank form

2. Use of GM forms:

- Vacation Request
- Unemployment
- Job Application

Handouts: N1, 1-7

N2 Documentation (Intro to concept, Recording of facts & logs)1. Read Procedure:

- What to do when defective parts is found

2. Write:

- Documentation of defect in part (Worker)
- Supervisors written response on how to handle defect

3. Other:

- Elaborate on (N2, pg. 1)
- Visual Inspection for Packers

A. Alignment of Tape

B. Bubbles in Tape

- ex: the last two inches of tape have noticeable bubbles

C. Finish on Part

- ex: the finish is smooth & dull in others

D. Complete Paint Coverage

E. Excessive Paint

F. Length, Mitze & Chisel

G. Width

H. Height

Handouts: N2, pg. 1, N2, pg. 2.

N3 Procedure Writing (Lists!! Not in paragraph form)

1. Lists of step-by-step job related task methods
2. Specific Vocabulary: (Sequence words)
3. Verbs of Activity: (related to job)
 - join, connect, adhere.....
4. Eliminating excess words (Editing)
5. Grey Manual: ((Tool Room) p. 1-2)
 - Lockout Procedure A-D
 - Radial Drill Operators, p. 5,6
 - Analysis of Written Procedures before writing their own

N4 Note Taking

1. From: Gasoline vs. Electric: The Trade Offs are Tricky

- Content in comparison/contrast article
- Teacher orally reads article
- Students take notes
- Form list pros and cons

2. Oral Debate in class

- Students present points of view, Gas vs. Electric

Speaking

Objectives: To practice clear, well-paced speech
To read aloud for the enjoyment of others

Materials: Copies of poem " Robinson Crusoe " (S-3)
(optional) tape recorder

Procedure: 1. Discuss characteristics of speaking/ reading that
is enjoyable
2. Students read poem silently
3. Small groups read aloud, in term, each stanza
(tape recorded)

Outcome: Students realize that certain attributes of speech make
listening easier, and more enjoyable

ROBINSON CRUSOE'S STORY¹

The night was thick and hazy
When the "Piccadilly Daisy"
Carried down the crew and captain in the sea;
And I think the water drowned 'em;
For they never, never found 'em,
And I know they didn't come ashore with me.

Oh! 'twas very sad and lonely
When I found myself the only
Population on this cultivated shore;
But I've made a little tavern
In a rocky little cavern,
And I sit and watch for people at the door.

I spent no time in looking
For a girl to do my cooking,
As I'm quite a clever hand at making stews;
But I had that fellow Friday,
Just to keep the tavern tidy,
And to put a Sunday polish on my shoes.

I have a little garden
That I'm cultivating lard in,
As the things I eat are rather tough and dry;
For I live on toasted lizards,
Prickly pears, and parrot gizzards,
And I'm really very fond of beetle pie.

The clothes I had were furry,
And it made me fret and worry
When I found the moths were eating off the hair;

And I had to scrape and sand 'em,
And I boiled 'em and I tanned 'em.
Till I got the fine morocco suit I wear.

I sometimes seek diversion
In a family excursion
With the few domestic animals you see;
And we take along a carrot
As refreshments for the parrot,
And a little can of jungleberry tea.

Then we gather, as we travel,
Bits of moss and dirty gravel,
And we chip off little specimens of stone;
And we carry home as prizes
Funny bugs, of handy sizes,
Just to give the day a scientific tone.

If the roads are wet and muddy,
We remain at home and study,—
For the Goat is very clever at a sum,
And the Dog, instead of fighting,
Studies ornamental writing,
While the Cat is taking lessons on the drum.

We retire at eleven,
And we rise again at seven;
And I wish to call attention, as I close,
To the fact that all the scholars
Are correct about their collars,
And particular in turning out their toes.

CHARLES EDWARD CARRYL

I. Practice reading the poem aloud. Try to get the swing of it, and read it with a sort of chuckle as Caryl intended you to.

II. Think about the following, and be prepared to talk about them: (1) The funniest thing in "Robinson Crusoe's Story," (2) The most surprising thing.

III. On tablet paper, write a story called "The Time I Dropped In on Robinson Crusoe."

¹ From *Davy and the Goblin*, by Charles Edward Caryl. Used by permission of, and by arrangement with, Houghton Mifflin Company, publishers.

Name _____ Class _____ Date _____

- L10 - Oral Presentation (Problem with Presentation and Interpretation)
- L11 - Oral Presentation (Role Playing and Active Listening)

SPEAKING

~~WRITING~~

DAY 2

L3 Oral Presentation of Job Task

- Slowly
- Clearly
- Technical words
- Sequence
- Pitch
- Rate

1. Job Task Description

- Other student duplicates instructions.
- Match/evaluation
(Need small items: cups, pens, boxes, props)

2. Brainstorming

- Problems in presentation/interpretation

Handout L3 - Point of view language use
Discuss: euphemisms and tact

SPEAKING

~~WRITING~~

DAY 3

L4 Oral Presentation - Role Playing, Active Listening

1. Oral Presentation

- Role Playing (Supervisor/Employee situation)
- Write script, in pairs

2. Quality Circle

- Expressing feelings on job related topics

3. Active Listening

- Clear: Needs known
- Non-threatening

Handout L4 - Alliteration as a key to auditory memory

LISTENING

- Concentrate - making sure to hear the message
- Acknowledge - letting people know you hear, through verbal, vocal, and visual feedback
- Respond - giving back information: ask questions, ask for clarification
- Exercise Emotional Control - interpretation, decoding, and placing value judgements
- Sense - listening between the lines, understanding the inference
- Structure - feedback topic: main points, rationale, consistency, sequence of ideas

WRITTEN/ORAL COMMUNICATION

UNIT I: LISTENING SKILLS (4 DAY UNIT)

- L1 - Listening Comprehension (Interview)
- L2 - Listening Comprehension (Listening to Article)

L1 Listening Comprehension (Interview)

1. Icebreaker Activity:

- Partners (Interview for 10 minutes)
- Oral Introduction of Partner
- Importance of Oral Communication
- Each person says his/her name and something he/she likes. Going around the room, each person adds his own information, but first repeats the previously said information.

2. Characteristics of Good / Bad Listeners

- Handout L1
- Write 5 characteristics of
 - a) a good listener
 - b) a good speaker

3. Role Play

- Listener / Speaker situation

L2 Listening Comprehension (Article)

- Teacher reads "Big Plans for a Small Car."
- Students write responses to listening comprehension questions

Handout: L2

L2-A Listening Comprehension Questions
(Article - "Big Plans for a Small Car")

1. Who was Bob Stempel's predecessor?
2. What kind of management style will Stempel bring to GM?
3. What changes at GM did Smith introduce in the 1980's?
4. What is the product Smith considers to be his "crowning achievement"?
5. What is different about the labor-management partnership at Saturn?
6. What is the price range of the new line of Saturn cars?
7. What are two difficulties Saturn is likely to encounter on its road to success?



Rolling it out in Tennessee: Stempel, U.A.W. leader Owen Bieber, Smith and LeFauve

Big Plans for a Small Car

New boss Bob Stempel aims to make GM's latest model a hit

The new chairman had been on the job for only a few hours. But when big, rangy Robert Stempel appeared at his first press conference as head of General Motors last week, he left no doubt about who was in charge. Stempel, 57, an engineer whose booming baritone and engaging manner offer a stark contrast to his diffident predecessor Roger Smith, immediately put into effect a top-level reorganization of the slumping giant. Removing a layer of executive management, he launched a campaign to put decision-making power into the hands of the automaker's eight divisions and dozens of subsidiaries.

Stempel's arrival at the top brings a new management style to the world's largest industrial corporation (1989 sales: \$126.9 billion). Though decisive, Stempel is regarded as a masterly team player, while Smith was known as a solitary autocrat whose temper often got the better of him. The Smith years shook GM down to its chassis. In a massive corporate restructuring in the mid-1980s, Smith changed the job descriptions of virtually everyone in the company, downsized all his products twice, and invested billions of dollars in high technology and robotics.

Smith spent an estimated \$77 billion on new investment, a spree that included the \$5 billion acquisition of Hughes Aircraft and the \$2.5 billion buyout of Electronic Data Systems. While Smith's organizational upheaval achieved increases in the quality of GM's products, it also created new problems, most notably a series of unexciting, look-alike car models. During the '80s, GM's share of the U.S. auto market declined from 46% to as low as 32%.

Yet the product Smith considers to be his crowning achievement, Saturn, is just now heading toward the marketplace. An entirely new nameplate, Saturn is a \$3 billion gamble that GM can design, build and sell small cars to compete with Japanese automakers. The day before his retirement, Smith fulfilled a five-year-old promise to drive the first Saturn car off the assembly line at the company's new plant in Spring Hill, Tenn.

Saturn is the product of a unique labor-management partnership, in which the United Auto Workers union participates in every management decision. Saturn's workers, who were chosen from unionized plants across the U.S., are among the best in the GM system. The new line of small cars, priced in the \$10,000-to-\$12,000 range, aims at the heart of traditional Japanese strength. "We intend to be better than Honda Civic right out of the box," says Saturn president Richard ("Skip") LeFauve. Early reviews of the car in the automotive press have been favorable.

Stempel is starting out on a steep uphill grade. While its market share has rebounded to 36%, GM faces growing rivalry from Japanese plants in North America and from its innovative cross-town rival, Ford. Last week GM said its second-quarter profits declined 36%, to \$900.1 million, compared with the same period a year ago. Yet the most ironic road hazard ahead is the growing prospect of a U.A.W. strike against GM plants in September, which could disrupt critical supply shipments to Saturn and may cripple its early production. —By S.C. Gwynne

Long Trip To Saturn

1982 A team of 95 employees travels around the world to find the best automaking ideas.

1983 Chairman Smith announces the \$3 billion small-car project, code-named Saturn.

1985 Spring Hill, Tenn., is chosen as plant site. Engineering begins in Detroit.

1989 Secret working prototype is photographed by journalists on a test track.

1990 In July, Smith drives first production model. Cars should go on sale by October.

A Trojan Horse In Europe?

Japan's top computer firm buys a Continental foothold

For years IBM's competitors have been doggedly pushing to break the lock the American giant holds on the global market for computers. Still, Big Blue controls more than 35% of the worldwide business, far more than any of its rivals. But last week Japan's leading computer firm, Fujitsu, moved somewhat closer to realizing the goal when it agreed to pay \$1.3 billion for an 80% stake in International Computers Limited, Britain's leading computer manufacturer. The deal, which must still be approved by the British government, is Japan's largest acquisition in the computer industry, and will give the combined firm almost 6% of the world market.

The takeover will vault Fujitsu past the U.S.'s Digital Equipment to become the world's second ranking computer maker. For the first time, a Japanese technology company will control a major position on the Continent, just in time for the integration of the European market in 1992. Though no E.C. official has spoken against the takeover, strong opposition may soon be heard. Says Tim Marrable, who follows the computer industry for Kleinwort Benson in Tokyo: "You can more or less expect France to come out and accuse Britain of bringing another Japanese Trojan horse into Europe." Analysts anticipate a heated debate about whether the Community should revoke ICL's rights to participate in E.C.-sponsored high-tech research projects now that the computer maker answers to a Japanese firm.

To blunt such objections, Takuma Yamamoto, Fujitsu's chairman, announced that ICL intends to keep its current management. Fujitsu also plans to issue ICL shares on the London Stock Exchange within the next five years. Still, since the mainframe industry has become an increasingly competitive, slow-growing business, Fujitsu probably looks to ICL for something other than its capacity to simply churn out machines. Katsumi Tsuzuki, an analyst for Japan's LTCB Research Institute, suggests that ICL's strongest attraction is its "established brand name in Europe."

As Fujitsu moves to seize a greater market share in Europe, it is likely to move cautiously, though surefootedly. No one appreciates that threat more than IBM.



Yamamoto

Listening

Objectives: To develop the habit of "attending" while listening
To concentrate for quick recall
To recall detail
To recognize hyperbole

Materials: Copy of short story (tall tale) "Bill Greenfield,
A Great Liar" (Great American Folklore. Kemp P.
Battle, comp., Doubleday and Co., New York, 1986.)

Procedure: 1. Discuss exaggeration, the place of the tall tale in
American Literature
2. Discuss importance of careful listening
3. Group is instructed to listen for exaggerations,
counting as they go
4. Share total numbers, then go through story to check

Outcome: Students realize that careful listening requires "attentiveness."

LITERATURE AND LISTENING

" The Last Leaf "

William Sidney Porter (O. Henry)

QUESTIONS

1. Where does the story take place?

2. Who was " Old Behrman?" Was he successful?

3. Who are the two main characters who share the studio?

Which one is sick?

With what?

4. What did the doctor say was the real problem?

5. When did the girl predict she would die?

6. What was the patient's change of heart when she saw the last leaf had remained through the night?

7. What was Behrman's masterpiece?

8. " Forty years he had wielded the brush without getting near enough to touch the hem of his mistress's robe. "

O. Henry said Old Behrman was " a failure in art."
What does the above quote mean?

Listening

Objectives: To develop careful listening
To concentrate on "attending"
To listen for sequence of events
Listening Comprehension

Materials: Copies of O. Henry story "The Ransom of Red Chief"
(L-8)
Copies of Handout L-7

Procedure:

1. Discuss importance of listening for sequence
2. Instructor reads aloud "The Ransom of Red Chief".
3. Students immediately answer questions on Handout L-7
(including the listing of eight events in sequence)
4. Students check answers against their individual
copies of story
5. Groups share lists of sequence of events

Outcome: Students enjoy listening to O. Henry while practicing listening skills, in particular, attending to events in sequence.

LITERATURE AND LISTENING

" The Ransom of Red Chief "

O. Henry

1. How many kidnappers were there?
2. What was the name of the town?
3. Why did the kidnappers choose this particular town?
4. What was the boy's father named?
5. Describe the boy, physically and psychologically.
6. What was the townpersons' reaction to the disappearance?
7. What did the boy call himself?
8. Name or describe two things the boy did to try the men's patience.
9. List eight events in the order in which they happen in the story.
 - 1.
 - 2.
 - 3.
 - 4.
 - 5.
 - 6.
 - 7.
 - 8.
10. What is the ironic twist to the ending?

L7

Listening

Objectives: To develop careful listening
Listening Comprehension
To listen for comparison/contrast
To listen for detail

Materials: Copies of O. Henry story " Two Thanksgiving Day Gentle-
man " (L- 9)
Handout L-12

Procedure: 1. Discuss compare - pointing out likenesses, and,
contrast - pointing out differences

2. Handout L-12 - students list characteristics of
two gentlemen from story, placing in correct
column, as story is read, or after

3. Instructor reads story " Two Thanksgiving Day
Gentlemen " aloud

4. Students work in small groups, or pairs, to fill
in columns correctly

5. Same groups, or pairs, check work using individual
copy of the story

Outcome: Students enjoy O. Henry story, as they practice listening
likenesses and differences.

Listening

L-12 " Two Thanksgiving Day Gentlemen "

CHARACTERISTICS	COMPARE	CONTRAST

Listening

Objectives: To develop careful listening
Listening Comprehension
To listen for detail
To predict outcome

Materials: Copy of O. Henry story " After Twenty Years " (L-13)

Procedure:

1. Discuss how careful listening, especially to details, aids the listener in the ability to predict a possible outcome
2. Students is instructed to predict the outcome of the story when the instructor stops at a specific point (instructor stops page 53 "...listened with interest.")
3. Answers are collected
4. Story is completed aloud
5. Answers are read aloud (no names) to see the number of correct guesses- dis how they knew (what details)

Outcome: Students enjoy O. Henry story while they practice listening for details that lead to the prediction of an outcome.

Listening

Objectives: To develop careful listening
To follow oral directions

Materials: Unlined paper and pencil - each student
Copy of set of oral instructions for instructor (L-15)

Procedure: 1. Discuss importance of following oral directions,
especially in the workplace
2. Students use paper, pencil to write what is read aloud
3. Students compare own to correct copy (L-15)

Outcome: Students realize that correct procedure depends on careful,
attentive listening.

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3. Personal Enrichment Bibliography - handout for all students as a personal reference for the future to aid them in their personal enrichment - Submitted by Carol Lewandowski and Gladys E. Veitch

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MERCER COUNTY COMMUNITY COLLEGE
GM CURRICULUM

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Basic Language

Homework Packet #1

Contents: Worksheets - Grammar/Usage (9)
 Spelling Worksheet
 Reading/Comprehension Sample

Skills: Forming contractions
 Affirmative/Negative Sentence Forms
 Part of Speech - The Article
 Using Auxiliary Verbs
 Writing Tag Endings
 Writing Concisely
 Spelling practice - Word List
 Vocabulary development from
 Reading Sample
 Literal Comprehension Questions
 Summarizing
 Finding Main Idea
 SQ3R Practice
 Following Directions

BASIC LANGUAGE

HOMEWORK PAPER #1

Vocabulary

Comprehension: literal
main idea
summary

ARTICLE: " The Nutrients Are Blowing in the Wind "

ASSIGNMENT: 1. Find the following words in the article. Look them up in the dictionary, making a list of them and their meanings.

apparent
replenish
visualize
critical
aerial
entwined

swath
ecosystem
pristine
dynamics
remote
phytoplankton

2. Answer the following questions on a separate sheet of paper.

- What two things are scientists tracking the movement of?
- What do we call these scientists?
- What is the main idea of paragraph #2?
- Name one gas that is changing the earth's climate?
- What is the main idea of paragraph #3?
- What happens during violent Amazonian rainstorms?
- By tracking these winds around the world, what else have scientists discovered?

3. Summarize (tell the main idea of) the entire article.

● Basic Language

) Homework Packet #2

Contents: Worksheets - Grammar/Usage
 Spelling Worksheet
 -Reading/Comprehension Sample

Skills: Using Indirect Objects
 Determining Correct Relative
 Pronoun
 Two Constructions: would rather
 had better

 Forming Negative Contractions
 Using Indefinite Articles: a, an, the
 Spelling Practice - Word List
 Map eading/Analysis
 Summarizing

 Following Directions

Basic Language

Homework Packet #3

Contents: Worksheets - Grammar/Usage
 Spelling Worksheet
 Reading/Comprehension Sample

Skills: Writing Concisely
 Avoiding Redundancies
 Understanding Cliches
 Using Constructions:
 may, say, tell
 much, many, a lot of
 good, well

 Spelling Practice - Words changing
 the final "y"
 Finding the Main Idea of indiv-
 idual paragraphs, and
 of whole work

 Following Directions

Book Club

Objective: To reinforce reading and writing skills
To appreciate literature as a means of language communication
To build vocabulary
To foster a relaxed, positive environment in which to build language skills
To appreciate that literature reflects life

Materials: Copies of a novel (or several titles for small groups)
(Novels are chosen for their level of complexity and groups can be formed accordingly)
Notebooks, with a vocabulary section

Procedure: 1. Book clubs are formed and meet 1/2 times per week
2. Each meeting has the following agenda:

- vocabulary exercise (teacher prepared) based on vocabulary words in assigned chapters
- discussion of plot advancement, characters' thoughts and actions
- written comprehension questions (teacher prepared, can control type and level)
- grammar/ usage exercise, arising out of the assigned chapters
- writing sample (ex. describe a character, explain an event, predict an outcome, etc.)
- assign new chapters (to be read at home)

Outcome: Students enjoy a social time, while reinforcing reading and writing skills, and gaining increased appreciation for literature